

# Homewood Elementary

108 N. Clemson Circle  
Conway, SC 29526

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	602 Students	
<b>Principal</b>	Penny Foye	843-365-2512
<b>Superintendent</b>	Gerrita Postlewait	843-488-6700
<b>Board Chair</b>	Will Garland	843-358-8002

## The State of South Carolina

Annual School  
Report Card

2005

### ABSOLUTE RATING

### AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	15	59	35	1

### IMPROVEMENT RATING

### UNSATISFACTORY

### ADEQUATE YEARLY PROGRESS

### YES

This school met 21 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2002</b>	Excellent	Good	N/A
<b>2003</b>	Excellent	Excellent	No
<b>2004</b>	Good	Unsatisfactory	Yes
<b>2005</b>	Average	Unsatisfactory	Yes

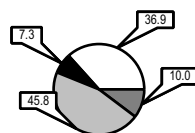
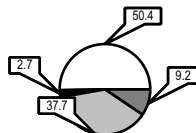
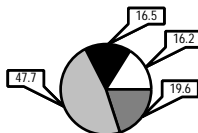
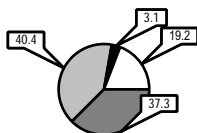
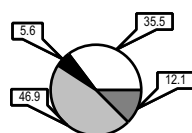
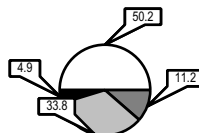
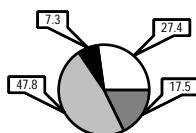
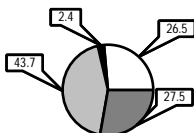
**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

95.6%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	286	98.6	19.7	40.5	36.7	3.0	50.0	Yes	Yes
<b>Gender</b>									
Male	135	97.0	21.0	44.4	33.9	0.8	46.8		
Female	151	100.0	18.6	37.1	39.3	5.0	52.9		
<b>Racial/Ethnic Group</b>									
White	138	99.3	10.9	38.8	45.7	4.7	62.0	Yes	Yes
African American	134	97.8	28.1	41.3	28.9	1.7	39.7	Yes	Yes
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	204	99.0	11.7	43.1	41.5	3.7	56.9		
Disabled	82	97.6	39.5	34.2	25.0	1.3	32.9	Yes	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	286	98.6	19.7	40.5	36.7	3.0	50.0		
<b>English Proficiency</b>									
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	284	98.6	19.5	40.5	37.0	3.1	50.4		
<b>Socio-Economic Status</b>									
Subsidized meals	234	98.7	23.9	42.3	32.4	1.4	45.1	Yes	Yes
Full-pay meals	52	98.1	2.0	33.3	54.9	9.8	70.6		

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	286	99.0	15.8	47.2	19.6	17.4	52.1	Yes	Yes
<b>Gender</b>									
Male	135	97.8	14.4	43.2	25.6	16.8	57.6		
Female	151	100.0	17.1	50.7	14.3	17.9	47.1		
<b>Racial/Ethnic Group</b>									
White	138	99.3	7.8	45.7	22.5	24.0	62.0	Yes	Yes
African American	134	98.5	23.8	50.8	16.4	9.0	40.2	Yes	Yes
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	204	99.0	10.1	51.6	19.1	19.1	57.4		
Disabled	82	98.8	29.9	36.4	20.8	13.0	39.0	Yes	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	286	99.0	15.8	47.2	19.6	17.4	52.1		
<b>English Proficiency</b>									
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	284	98.9	15.6	47.1	19.8	17.5	52.1		
<b>Socio-Economic Status</b>									
Subsidized meals	234	99.2	18.7	48.1	20.1	13.1	47.7	Yes	Yes
Full-pay meals	52	98.1	3.9	43.1	17.6	35.3	70.6		

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	286	97.9	48.9	37.8	9.9	3.4	13.4
<b>Gender</b>							
Male	135	97.8	45.6	37.6	12.0	4.8	16.8
Female	151	98.0	51.8	38.0	8.0	2.2	10.2
<b>Racial/Ethnic Group</b>							
White	138	98.6	35.9	47.7	12.5	3.9	16.4
African American	134	97.0	61.7	30.0	6.7	1.7	8.3
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	8	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	204	98.5	43.9	43.3	9.6	3.2	12.8
Disabled	82	96.3	61.3	24.0	10.7	4.0	14.7
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	286	97.9	48.9	37.8	9.9	3.4	13.4
<b>English Proficiency</b>							
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	284	97.9	48.5	38.1	10.0	3.5	13.5
<b>Socio-Economic Status</b>							
Subsidized meals	234	97.9	55.9	32.7	8.5	2.8	11.4
Full-pay meals	52	98.1	19.6	58.8	15.7	5.9	21.6

<b>Social Studies</b>							
All Students	286	97.6	35.2	45.6	11.1	8.0	19.2
<b>Gender</b>							
Male	135	97.0	36.3	44.4	12.1	7.3	19.4
Female	151	98.0	34.3	46.7	10.2	8.8	19.0
<b>Racial/Ethnic Group</b>							
White	138	98.6	28.1	46.1	13.3	12.5	25.8
African American	134	96.3	43.7	45.4	8.4	2.5	10.9
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	8	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	204	98.5	27.8	51.3	10.7	10.2	20.9
Disabled	82	95.1	54.1	31.1	12.2	2.7	14.9
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	286	97.6	35.2	45.6	11.1	8.0	19.2
<b>English Proficiency</b>							
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	284	97.5	35.1	45.6	11.2	8.1	19.3
<b>Socio-Economic Status</b>							
Subsidized meals	234	97.4	40.5	45.2	9.5	4.8	14.3
Full-pay meals	52	98.1	13.7	47.1	17.6	21.6	39.2

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**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2004	3	93	97.9	20.5	28.9	47.0	3.6	50.6
	4	108	98.2	21.2	48.5	29.3	1.0	30.3
	5	85	98.8	15.1	50.7	30.1	4.1	34.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	96	97.9	6.0	34.5	50.0	9.5	59.5
	4	86	98.8	22.4	44.7	32.9	0.0	32.9
	5	104	99.0	27.3	42.4	30.3	0.0	30.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
2004	3	93	97.9	16.9	53.0	21.7	8.4	30.1
	4	108	99.1	18.0	50.0	13.0	19.0	32.0
	5	85	100.0	13.9	43.1	19.4	23.6	43.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	96	99.0	9.4	54.1	23.5	12.9	36.5
	4	86	98.8	15.8	42.1	23.7	18.4	42.1
	5	104	99.0	22.2	46.5	13.1	18.2	31.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	96	97.9	44.0	40.5	13.1	2.4	15.5
	4	86	98.8	48.7	38.2	9.2	3.9	13.2
	5	104	97.1	55.7	36.1	6.2	2.1	8.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	96	96.9	30.1	51.8	8.4	9.6	18.1
	4	86	98.8	34.2	48.7	10.5	6.6	17.1
	5	104	97.1	42.3	40.2	11.3	6.2	17.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 602)</b>				
First graders who attended full-day kindergarten	100.0%	Up from 99.0%	100.0%	100.0%
Retention rate	2.2%	Up from 0.7%	3.5%	3.0%
Attendance rate	96.0%	Up from 95.7%	96.1%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	4.6%	Down from 13.9%	4.0%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	6.0%	Down from 12.9%	3.6%	3.2%
Eligible for gifted and talented	15.0%	Down from 17.3%	8.4%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	14.7%	Up from 12.5%	8.5%	8.2%
Older than usual for grade	0.3%	Up from 0.2%	1.2%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.8%	Up from 0.2%	0.0%	0.0%
<b>Teachers (n= 46)</b>				
Teachers with advanced degrees	43.5%	Up from 33.3%	48.6%	52.6%
Continuing contract teachers	80.4%	Down from 84.4%	83.6%	83.3%
Highly qualified teachers	81.0%	Down from 94.9%	94.0%	93.5%
Teachers with emergency or provisional certificates	8.3%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	86.9%	Up from 86.8%	86.2%	87.0%
Teacher attendance rate	94.4%	Up from 93.2%	94.9%	95.0%
Average teacher salary	\$41,813	Up 5.0%	\$41,111	\$41,703
Prof. development days/teacher	12.1 days	Down from 12.2 days	13.1 days	12.8 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	23.6 to 1	Up from 17.5 to 1	18.2 to 1	18.8 to 1
Prime instructional time	89.6%	Up from 88.1%	89.7%	89.8%
Dollars spent per pupil*	\$6,933	Up 0.7%	\$6,557	\$6,242
Percent of expenditures for teacher salaries*	67.0%	Up from 66.4%	64.9%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	No change	Good	Good
* Prior year audited financial data are reported.				
	<b>Our District</b>		<b>State</b>	
Highly qualified teachers in low poverty schools	76.8%		89.4%	
Highly qualified teachers in high poverty schools	90.1%		90.1%	
	<b>State Objective</b>		<b>Met State Objective</b>	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

**Abbreviations for Missing Data**

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**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

This has been an exciting school year at Homewood Elementary School. Our faculty, staff, students and community are proud of the progress our students have made this school year.

We continue to soar to new heights of excellence. Adequate Yearly Progress was achieved with all subgroups in grades 3-5 as required by No Child Left Behind. Homewood was recognized by the District for AYP Gold status for this school year! We are also proud that 95% of our Kindergarten students are reading at level 3 or higher. Approximately 90% of our first grade students are reading at level 16 or higher. We attribute this growth to increased staff development on reading comprehension strategies by our elementary and primary literacy coaches.

Implementation of new reading programs, Reading Mastery Plus and Corrective Reading, were used in our primary and elementary resource and self-contained classrooms to assist students with decoding and phonics. Reading With Meaning, Top Reader's Club, and Chuckwagon Bill's Grammar programs were used as intervention tools with grades 3-5 in our computer lab.

A Cyberspace Camp program was offered for the first time at Homewood during the summer of 2004, and it was quite a success. High achieving third grade students were exposed to a rigorous integrated curriculum using science, math, and technology.

We used academic tutors to target more small group instruction for students who needed additional assistance during the school day. We worked strategically to differentiate instruction and use the Measures of Academic Progress (MAP) three times during the school year to monitor students' progress in the classrooms. We provided fluid, flexible groups to meet students' academic needs and have seen steady academic growth in the second year of this assessment.

Horry Telephone Cooperative employees continue to support our students through their Buddy Readers program by volunteering to read to our primary students on a regular basis. Students from Coastal Carolina University served as mentors for 20 fourth and fifth grade students. Many of these students became role models in their grade level as a result of their interaction with their mentors. Our School Improvement Council strongly supports our mentor program.

Our PTO has been instrumental in providing grade level incentives for students in support of our instructional programs. We look forward to another successful year at Homewood. We know that with the right attitude, we can only expect to keep soaring to new altitude.

Penny Foye, Principal

Kathy Harper, School Improvement Council Chairperson, 2004-2005

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
<b>Number of surveys returned</b>	44	71	48
<b>Percent satisfied with learning environment</b>	88.4%	88.6%	93.6%
<b>Percent satisfied with social and physical environment</b>	84.1%	79.4%	81.3%
<b>Percent satisfied with school-home relations</b>	67.4%	91.2%	68.1%

\*Only students at the highest elementary school grade level at this school and their parents were included.